EXAMINING FACTORS MILITATING AGAINST THE TEACHING AND PERFORMANCE OF FINE ART IN SECONDARY SCHOOLS IN EDO STATE.

Daniel Nosakhare Osariyekemwen

Abstract
This study examined the factors militating against teaching and performance of Fine Art students in Edo State. It has been revealed in this study that proper teaching and practice of Fine Art in secondary schools cannot take place effectively without adequate qualified/trained and experienced teachers. The study shows that there is no encouragement from Government and Parents on the teaching and practice of Fine Art in tertiary schools. These are evident in Tertiary schools like Auchi Polytechnic and College Education, Ekiadolor where vocational teachers are trained in Edo State have been scraped. As a result, there have been shortages of qualified/trained and experienced teachers in recent times. “Experience they say is the best teacher” therefore only qualified/trained and experienced teachers can teach students of fine art effectively. Lack of provision of facilities for students of Fine Art by Government is one of the factors that led to ineffective and inefficient teaching and practice of fine art. This paper also examined the enrolment and performance of Fine Arts students of Oredo Local Government of Edo State in the last 3 years (2001-2003) WAEC in five (5) selected secondary schools. The study also examined the objective of the content as contained in the curriculum/syllabus of Fine Art, importance functions of Fine Art, teacher qualification/training and recommends that more training be given to Fine Art teachers with more facilities at the disposal of both teachers and students.

Introduction
In the recent past, there has been constant out cry on the increasing problems of teaching and performance of Fine Art students in Nigeria Secondary Schools, based on this out cry, it is normal for parents to blame the teachers and for teachers on the other hand to blame the parents and government for neglecting Fine Art as a subject in the school without the provision of Fine Art learning facilities, motivational scheme and employment of qualified (Trained) Fine Art Teachers.

Since education is one of the most important means to true national development and transformation, concerned individuals have begin to inquire what really are the inhibiting and militating factors hindering teaching and performance of Fine Art in Nigeria. Most often, factors external to the individual.
such as teacher’s strikes, poor quality of instructional materials, lack of Trained (qualified) Fine Art Teachers; instructional facilities are considered for the problem. Yet nothing seems to have been done to change them. It is disheartening to note that over the last ten years, the enrolment of candidates for Fine Art subject in school certificate examination have been showing a serious decline.

Fine Art is one of the basic arts subjects that are taught in primary school and as creative art in post-primary schools in Nigeria.

According to Aghotor (1998:256):

*Art foster very desirable tastes which must in long run keep up national level in craftsmanship incidentally assist in the improvement of many products of industry for better industrial production”. The importance of Art cannot be over emphasized in this era of high artistically and technological advancement.*

Teaching and performance of Fine Art in Edo State has social political and economical influence on our society. In view of the importance attached to this subject and the interest shown by students and parents alike one expects that students performance/enrolment in the senior secondary certificate examination should be high, but this is not the case. Most students may just offer Fine Art to satisfy the school certificate examination subject grouping, to such student it is the easiest of the basic Arts subjects. Esholami (1983:21) submitted that students rated interest in Fine Art are very low and even though their performance in WAEC Fine Art were still high. Attached below is the Fine Art WAEC Result of five selected schools in Oredo Local Government Area, Edo State between 2001 to 2003.
### Statistic Showing the Enrolment and Performance of Students in Fine Art at the West African School Certification Examination in Five Selected Schools in Oredo Local Government Area of Edo State.

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**Source:** West African Examination Council Senior School Certificate of May/June 2001, 2002, 2003

A = Excellent  
P = Pass  
Where AS = A Student  
P = P Students  
C = Credit  
F = Fail  
CS = C Students  
F = F Students

**The Concept of Art**

No single definition can be used to define the word “Art”. For the purpose of this study however, efforts will be made to look at some of the various definitions and bring out common phenomena from the definitions.

Morris Weitz an art theorist once said, “Art cannot be defined because it has no common property” Another art theorist Hegel defined aesthetics as philosophy of the Fine Art. Also philosophers like Plato and Aristotle see art as an “imitation”. Philosophers like Tolstoy and Croce submitted art as a means of communication and expression respectively.

“Art is a means of self expression but for this expression to be realistic it must create pleasing forms which satisfy our sense of beauty. Art is not a subject with definite limits, but rather it is an aspect of mental development which is all embracing”. Aghotor (1998: 253).
Ernest (2001:11) submitted that:  

*The word Art has been so much talked about by people, teacher, students, educationist, and artisans and even stacked illiterates in their own concept without taking pains to find out what the world really entails. Accordingly, he defined Art as the expression of ones inner mind with the use of materials in a visual form. This means that any idea conceived by an individual within his/her own mind cannot be seen and enjoyed by others unless it is put down for other to see.*

Margaret (1937:62) postulated that Art is an expression of ideas in a visual form. 

According to Longman dictionary of contemporary English, defines Art as the use of painting, drawing and sculpture, to represent things. Form the above definitions of Art, it then means that Art is any ideas that is first conceived and then transferred into visible form, which we all can see. The ability to express ones creative ideas and knowledge with pencil, pen, brush, e.t.c On paper is known as drawing, which is the first stage of Art. The basic elements used in drawing are line. Line is the shortest distance between two points. The intended aims and objectives of Art going by it definitions above is that Art whether visual or dramatic must have the qualities of creativity self-expression, communication, imaginations etc.

**Branches of Art**

Aghotor (1998:254) sees Art as a tree with many branches. Fine Art in school curriculum concept is usually restricted to the visual arts, and those subjects, which come under dramatic arts, have separate treatment in the college curriculum
In this paper, we are going to limit our study to visual Arts. Fine Art is a branch of visual Art mainly to serve beauty, creativity communication, self-expression that appeal to man. It does not serve any functional purpose. For instance sculpture is an area of fine art that makes a three dimensional representation of images from molding clay, or carving wood, stone while painting on the other hand, is an area that deals with drawing and application of pigments or colours on a flat surface as a means of expression.

Applied Art is a branch of visual Art concerned with the creation of Art objects that serves functional purpose apart from the beauty and creativity. This branch of Art is also known as industrial Art, because man uses machines for productions. For example ceramics is an applied Art that uses potter’s wheel for throwing pots, kiln for heat treatment of pots for conversion of clay pots to hard like pots that are less porosity.

The ceramist makes cups, plates, tiles, etc. also, textiles is an aspect of Art that makes designs pattern cloths, a textiles designer weaves, dye and apply designs on cloths.

The Function of Fine Art in the Societal Technology

In the past, all ancient societies like the bronze Art have some form of technology. This people were not in the form in which we know them today. It is well known that our ancestors were able to make watertight pottery from clay, another outstanding Art and technological achievement was the evolution of the Art of melting iron – ore and bronze casting.

This was a great artistic and technological achievement knowledge gained from iron-ore melting, possible to make farm gave an impetus for the fabrication of implements for improved agriculture, and other tools useful for man by the black smith. The riverine areas, carving of canoe was predominant. The useful tools are: the axe and machete, which means that carving which is branch of sculptured in the area of fine Arts were carried out. It is also important to note the function of art in the area of technological advancement, apart from the function of Art enumerated above, the area of works of Art by casting in brass, bronze, shows that our traditional societies were vast in some Art and technology.

Today’s Art and technology touches on every thing we do, the house we live in, the utensils we use and the clothes we wear etc. Art is most applicable before carrying out engineering designs of machine, a drawing is required.

In the field of medicine and geography, drawing is still been use to illustrate objects, maps etc. This is believed to have originated from Art. Hence it is said that science originated from art, which is one of the technological break through of our time.
Factors Militating Against the Teaching of Fine Art Subject

The genesis of the study is as a result of the problems of teaching and performance of Fine Art in Edo State. It was observed from the analysis of the student’s enrolment and performance pattern in the West African Examination Council WAEC in 2001 to 2003 that there is a mass success and less enrolment of Fine Art, which is one of the basic Art subjects.

Government has spent some huge amount of money in education. One of its intention is to alleviate the problem of teaching and performance of Fine Art as a skill oriented trade to be acquired by its citizen in Nigeria. The major roles of Fine Art teachers in secondary schools in Nigeria are to prepare the students for higher education and other business of life.

In spite of government’s effort and private individual’s commitment to school upliftment, the problem of teaching and performance of Fine Art in Nigeria has become a thing of great concern.

In light of the above, this study is to find out the causes of the problems of teaching and performance of Fine Art in Nigeria from the angle of Art attribution of successful or unsuccessful performance. This would give an insight into students’ enhancement of learning behaviour. With the above background, the study is aimed at providing answers to the following questions.

1. Are the contents of Fine Art curriculum/Syllabus not interesting than it should be?
2. What are the standard and qualifications of Fine Art teachers in the schools?
3. Do the teachers/students often perform Fine Art outside the school hours?
4. How are the students evaluated?

It is on these questions that the author propounded his working findings on the topics/sub topics. Also this paper was intended to find out the inhibiting factors that are militating against teaching and performance of Fine Art in Edo State.

It will however reveal whether the problem is due to the method of implementation of the curriculum/syllabus at class and school levels, this paper will also reveal whether non or less availability of vocational institution are responsible for the teaching and performance of Fine Art. Finally, it will reveal whether it is gender problem and thereby provide adequate recommendations that will better enhance the teaching and Learning of Fine Art in Nigeria.

The Content of Fine Art as Contained in Senior Secondary WAEC Syllabus

Art curriculum for senior secondary school was based on the experiences gathered over the years and proposed for the 6-3-3-4 now 9-3-4 system of education. The present objectives of Art syllabus was derived from national policy on education 2005 and the main objectives of the syllabus are to prepare pupils to acquire:
The quality of teacher plays an important role in the future performance of a student. A successful teacher must have a practical and creative intelligence and moral judgment require in few other occupations. The lack of adequate/qualified Training teacher especially in the Arts have shattered the hopes and aspirations of most students in the bid to pursue courses of their choice.

For instance in Edo State, the school vocational in Federal Polytechnic Auchi and Collage of Education Ekiadolor where Art Teachers were trained to teach students in Secondary school have since been faced out, it then means that the production of qualified /trained teacher faced out or reduced.

It is when qualified/trained and experience teachers are use in teaching learning, the better the student is able to move for success in stimulating pupils’ interest in Fine Art. This does not mean that graduate teachers are better than non-graduate teachers but those without pedagogy (Teachers’ Training) have limited background to fulfill most of the set objective of teaching learning situation. For instance, HND holders without teaching qualification now teach in secondary school and the like.

**Are there Institutions to Train Fine Art Teachers?**

Recently, education has been seen and taken as a weapon by all nations of the world for development and technological advancement, which ensures quality assurance. In fact, it is the only tool for rapid transformation and improvement of any nation. Base on this, the Government of Nigeria through her National Policy on education (2003) adopted education as an instrument “per excellence “ for effecting national development. It is with this above aims, that the National Policy on Education (NPE) listed the subjects that will provide the enabling knowledge and skills for her citizens; these subjects were grouped at the Senior School level as follows;

- **Group ‘A’** - Core subjects
- **Groups ‘B’** - Vocational electives subjects
- **Groups ‘C’** - Non vocational electives subjects

How ever, Fine Art subject falls under groups “B”.

The Government through her NPE (2003) places a high premium on functional education with emphasis on schools programmes, that have practical
and comprehension; while interest and ability should determine individual’s direction in education. It is in this direction that the teaching of Fine Art subject becomes so imperative, since the above policy focuses on the cultural, social, scientific technological growth for the realization of National harmony and self-realization. Hence the policy has empowered the following institutions to give the required professional training, provided they continuously meet the obtainable minimum standards:

- Secondary schools/Technical Colleges
- Colleges of Education
- Polytechnics/Monotechnics
- Universities

In the past, all these institutions listed were well patronized by students of Fine Art; many current Art teachers are products of these schools. But in recent time, the vocational education school in Auchi Polytechnic and the department of Fine Art Course in College of Education, Ekiadolor has been scrapped. Even in the University of Benin there is little or no students taking the course. The implication of this is that, presently in Edo State Fine Art educators (teachers) are gradually diminishing.

In Edo State only few Fine Art teachers are found trained and qualified for teaching learning situation.

**Attitude of Students and Teachers in Fine Art**

No child comes to school intending to hate studies. Rather most children come to school with high enthusiasm.

Attitude can be defined as a receptively enduring organization of beliefs around an object, person, ideas or events, predisposing one to respond to some preferential manner, which could be either negative or positive (Bandura 1969).

Some teachers seem to be constantly struggling to get students attention, confront disruptions and maintain enough emerge to get through their planned lessons. Other teachers have given up the struggle. Some are so unmotivated and uncaring that it is, futile to attempt anything more than surviving the school day. Then there are those teachers who orchestrate smoothly operating classrooms where students cooperatively and efficiently go about the business of learning with minimal disruption.

The satisfaction and enjoyment that your teaching experience provide you are dependent on how well you develop efficient method of leading students to cooperate.

Hence a teacher is important to the success of any school program. The need of a child, his interest cultivation and ultimate success in the school demand much efforts and dedication of who must have display expertise knowledge of Fine Art.

From the analysis of the enrolment and performance of students in fine art in WAEC of 2001 - 2003 in some selected SSCE in Oredo Local Government
Examining Factors Militating Against the Teaching and Performance of Fine Art in Secondary Schools in Edo State.

Area, Edo State, it shows that despite the low candidates in terms of enrolment, the performance is still high.

**Difference in Sex**

In the olden days, parents tend to train male children at the expense of the females. Ogunlade, (1973:249) said that:

*This trend has changed with modern civilization and parents seeing the need to train those children that are interested in schooling, it is often agreed in society that male tend to have the greater life to excel hence they put extra efforts in any job they undertake. This achievement was seen to be due to some sex differences.*

This was also asserted by Okedji (1973:25) who noted that girls are in double mind of fear of success and failure. The trend has however changed now, as both sexes aspire to read Fine Art and also becoming professionals in various fields.

**Conclusion**

This paper has attempted to examine the factors militating against the teaching and performance of Fine Art in secondary schools in Edo State. Also it tried to give solutions by removing those inhibiting problems. If recommendations given are carefully implemented by all stake holders concerned, the teaching and performance of Fine Art will attain a high level of quality assurance, both in the schools and society at large.

**Recommendations**

On the basis of this finding, the following recommendations are proposed which the author believes will bring about remarkable improvement in teaching and practice of fine Art at the secondary school level.

1. More qualified/Trained Fine Art teachers should be employed and the inexperience teachers should be sponsored for seminar and Workshops.
2. At teacher should be given befitting allowance for more effective and efficient performance.
3. Government as a matter of urgently should establish more tertiary Schools, where Fine Art could be taught and re-open the closed ones.
4. Fine Art graduates should be given small loan to enable them start Art studios practice.
5. Students should be sent to different Art training schools while in the school.
6. Government should update the facilities and equipment of Art studios in the school.
Reference


